

I Personal and Social Development

A Self concept

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|--|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 Demonstrates self-confidence. (p. 1) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 2 Shows some self-direction. (p. 1) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

B Self control

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|---|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 Follows simple classroom rules and routines. (p. 1) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 2 Uses classroom materials carefully. (p. 2) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 3 Manages transitions. (p. 2) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

C Approaches to learning

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|---|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 Shows eagerness and curiosity as a learner. (p. 2) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 2 Attends to tasks and seeks help when encountering a problem. (p. 2) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 3 Approaches tasks with flexibility and inventiveness. (p. 3) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

D Interaction with others

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|---|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 Interacts easily with one or more children. (p. 3) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 2 Interacts easily with familiar adults. (p. 3) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 3 Participates in the group life of the class. (p. 3) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 4 Shows empathy and caring for others. (p. 4) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

E Social problem-solving

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|---|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 Seeks adult help when needed to resolve conflicts. (p. 4) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

II Language and Literacy

A Listening

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|--------------------------------------|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 Gains meaning by listening. (p. 5) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

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|---|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 2 Follows two- or three-step directions. (p. 5) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 3 Demonstrates phonological awareness. (p. 5) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

B Speaking

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|---|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 Speaks clearly enough to be understood without contextual clues. (p. 6) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 2 Uses expanded vocabulary and language for a variety of purposes. (p. 6) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

C Reading

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|---|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 Shows appreciation for books and reading. (p. 6) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 2 Shows beginning understanding of concepts about print. (p. 7) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 3 Begins to develop knowledge about letters. (p. 7) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 4 Comprehends and responds to stories read aloud. (p. 7) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

D Writing

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|--|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 Represents ideas and stories through pictures, dictation, and play. (p. 8) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 2 Uses letter-like shapes, symbols, and letters to convey meaning. (p. 8) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 3 Understands purposes for writing. (p. 8) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

III Mathematical Thinking

A Mathematical processes

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|---|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 Begins to use simple strategies to solve mathematical problems. (p. 11) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

B Number and operations

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|---|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 Shows beginning understanding of number and quantity. (p. 11) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

C Patterns, relationships, and functions

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|--|-------------------------------------|----------------------------|----------------------------|----------------------------|
| 1 Sorts objects into subgroups that vary by one or two attributes. (p. 11) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |
| 2 Recognizes simple patterns and duplicates them. (p. 12) | Not Yet <input type="checkbox"/> | F <input type="checkbox"/> | W <input type="checkbox"/> | S <input type="checkbox"/> |
| | In Process <input type="checkbox"/> | | | |
| | Proficient <input type="checkbox"/> | | | |

Not Yet—child cannot demonstrate indicator
In Process—child demonstrates indicator intermittently
Proficient—child can reliably demonstrate indicator

F=FALL
W=WINTER
S=SPRING

The Work Sampling System Preschool-4 Developmental Guidelines contains full descriptions of each performance indicator. (Number in parentheses indicates the page in the Guidelines where the indicator is described.)

D Geometry and spatial relations F W S

1 Begins to recognize and describe the attributes of shapes. (p. 12) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

2 Shows understanding of and uses several positional words. (p. 12) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

E Measurement F W S

1 Orders, compares, and describes objects according to a single attribute. (p. 13) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

2 Participates in measuring activities. (p. 13) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

IV Scientific Thinking

A Inquiry F W S

1 Asks questions and uses senses to observe and explore materials and natural phenomena. (p. 15) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

2 Uses simple tools and equipment for investigation. (p. 15) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

3 Makes comparisons among objects. (p. 16) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

V Social Studies

A People, past and present F W S

1 Identifies similarities and differences in personal and family characteristics. (p. 17) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

B Human interdependence F W S

1 Begins to understand family needs, roles, and relationships. (p. 17) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

2 Describes some people's jobs and what is required to perform them. (p. 17) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

3 Begins to be aware of technology and how it affects life. (p. 18) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

C Citizenship and government F W S

1 Demonstrates awareness of rules. (p. 18) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

2 Shows awareness of what it means to be a leader. (p. 18) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

D People and where they live F W S

1 Describes the location of things in the environment. (p. 19) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

2 Shows awareness of the environment. (p. 19) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

VI The Arts

A Expression and representation F W S

1 Participates in group music experiences. (p. 21) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

2 Participates in creative movement, dance, and drama. (p. 21) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

3 Uses a variety of art materials for tactile experience and exploration. (p. 21) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

B Understanding and appreciation F W S

1 Responds to artistic creations or events. (p. 22) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

VII Physical Development and Health

A Gross motor development F W S

1 Moves with balance and control. (p. 23) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

2 Coordinates movements to perform simple tasks. (p. 23) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

B Fine motor development F W S

1 Uses strength and control to perform simple tasks. (p. 23) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

2 Uses eye-hand coordination to perform tasks. (p. 24) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

3 Shows beginning control of writing, drawing, and art tools. (p. 24) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

C Personal health and safety F W S

1 Performs some self-care tasks independently. (p. 24) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐

2 Follows basic health and safety rules. (p. 24) Not Yet ☐ ☐ ☐
In Process ☐ ☐ ☐
Proficient ☐ ☐ ☐